



# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

## Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

**LEAs must submit an application for EACH school applying for 1003(g).**

### Part I: Grantee Information

#### Applicant Information

School Corporation/ Eligible Entity	Goshen Community Schools		Corp #	2315		
School	Chamberlain Elementary School		School #	1829		
Superintendent Name	Dr. Diane Woodworth		Email	<a href="mailto:dwoodworth@goshenschools.org">dwoodworth@goshenschools.org</a>		
Title I Administrator Name	Mary Kay Longacre		Email	<a href="mailto:mklongacre@goshenschools.org">mklongacre@goshenschools.org</a>		
Principal	Kimberly Branham		Email	<a href="mailto:kbranham@goshenschools.org">kbranham@goshenschools.org</a>		
Mailing Address	428 5 <sup>th</sup> Street	City	Goshen	Zip Code	46528	
Telephone	574-534-2691	Fax	574-534-5918			
Total Funding Authorization	\$1,778,070.95					

#### Application Type

**Select one of the following options:**

- ☐ Turnaround  
☒ Transformation  
☐ Restart  
☐ Closure

#### Important Dates

<b>Application Release</b>	Release application and guidance to LEAs	March 1, 2014
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<b>Technical Assistance Training</b>	Offer technical assistance training to eligible Priority schools	March 20, 2014
<b>Application Due</b>	LEA application must be submitted to IDOE	April 1, 2014
<b>Notification</b>	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
<b>Funds Available</b>	Funds will be available to grantees	July 1, 2014

## Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- X Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- ☐ If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- X Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- X Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- X Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- X Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- X Report to the SEA the school-level data required under leading indicators for the final requirements
- X The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- X This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

**The LEA must check each waiver that the LEA will implement.**

☐ “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

X Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: *Diane Benton* Date: 4/1/14

Title I Administrator Signature: *Mary Kay Longacre* Date: 4/1/14

Principal Signature: *Kimberly E. Branham* Date: 4/1/14

### Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Sonya Overman	Master Teacher
Jolene Lehman	Master Teacher
Don Bokhart	Assistant Principal
Mary Kay Longacre	Director of Grants and Assessment
Hannah Geyer	ELL Teacher
Jen Dresher	2 <sup>nd</sup> Grade Teacher / Mentor Teacher
Carol Kinchen	4 <sup>th</sup> Grade Teacher
Erin Haseley	5 <sup>th</sup> Grade Teacher
Kimberly Branham	Principal

**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Student and Parent Forum for Priority Plan and School Improvement Efforts	2/11/14	21	6	2			15	Principal Shared SIG and Priority Plan with group open to all parent, staff, and students, offered in Spanish and English
Priority Plan Team Meetings (2 Hour Session Times)	1/14/14 1/20/14 1/28/14 1/29/14	1	10	2	0	2	0	Team leadership and Priority Plan Writing Meetings
Parent Leader Meeting	1/13/14	8	2	1	0	0	4	Addressed needs of the priority plan process
Meeting with Outreach Coordinator	February 2014	0	1	2	0	4	0	Discuss details of Priority Status
Meeting with Horizon Education Alliance	3 Meetings in the month of February	2	0	1	0	3	0	Map the plan of action for implementation and funding options for Expeditionary Learning
Staff Meeting for implementation of Expeditionary Learning	March 20, 2014	6	29	2	0	3	0	Discuss Model for Sustainability of growth with Regional Coordinator – Staff is supportive
Board Meeting for Presentation of Expeditionary Learning	02/10/14	10	4	5	5	4	2	Presentation to the board on the Memo of “thinking in a new direction” with Expeditionary Learning- Board is supportive

### Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
		Based on the “School Needs Assessment” tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Chamberlain Elementary School	K- 5	Yes	Transformation	

### Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Passing Goal	SY 2015-2016 Passing Goal	SY 2016-2017 Passing Goal
All Students	42.1%	77	High: Overall low passing rate and low growth, lack of vocabulary and background knowledge	62% passing	68% passing	70% passing
Black	40%	4	Mid: Small group, interventions can be targeted	65%	70%	75%
Hispanic	45.5%	45	High: Language acquisition, vocabulary, culture competency	60%	70%	75%
White	36.2%	25	Mid: Need for identifying area of deficit and providing interventions	70%	75%	80%
Free/Reduced Lunch	44.7%	71	High: Lack of background knowledge	60%	65%	70%
English Language Learner	55.6%	40	Very High: Inability to take in instruction in language provided, we need to increase the ELL support and look for living the learning.	50%	55%	60%
Special Education	75%	12	High: Interventions needed	40%	50%	60%

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014- 2015 Passing Goal	SY 2015- 2016 Passing Goal	SY 2016- 2017 Passing Goal
All Students	32.6%	61	High: Overall low passing rate and low growth, lack of vocabulary and background knowledge	70% passing	75% passing	78% passing
Black	30%	3	Mid: Small group, interventions can be targeted	75%	78%	80%
Hispanic	34.3%	35	High: Language acquisition, vocabulary, culture competency	68%	72%	75%
White	30%	21	Mid: Need for identifying area of deficit and providing interventions	72%	75%	80%
Free/Reduced Lunch	34.8%	56	High: Lack of background knowledge	68%	72%	75%
English Language Learner	38.9%	28	Very High: Inability to take in instruction in language provided, we need to increase the ELL support and look for living the learning.	64%	68%	72%
Special Education	76.5%	13	High: Interventions needed	40%	50%	55%

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	180 days * 7 hours * 60 minutes = 75,600 minutes	180 days * 7 hours * 60 minutes = 75,600 minutes	Students gained 30 minutes to the instructional day for the 2013-14 school year. This has allocated for time to increase instructional minutes and learning.  Teacher preparation, collaboration, and professional development time has decreased.
2. Dropout rate*	N/A	N/A	
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.2 %	96.5%	Increase in student absences have resulted in loss of instructional time. Assessment increases have potentially impacted student's attendance in a negative way.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A	
5. Number of students completing dual enrollment classes	N/A	N/A	
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A	
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS LSD	SS LSD BAS	Summer school is offered to students who do not pass IREAD-3 and those that are performing below grade level in grades K-4.  Increased instructional day has increased the learning minutes but decreased the teacher preparation and collaboration time.
8. Discipline incidents*	241 total to date (this represents each	Decrease to 200 incidents in	With the implementation of PBIS student discipline incidents have greatly



	individual incident report in student data system, may not have resulted in office referral.	school data system.	decreased with staff implementing the elements of PBIS.
9. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A	
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	HEF: 3 EF: 25 IMP: 0 IN: 0		High percentage of High and effective teachers as different grade levels within the school.
11. Teacher attendance rate	95% based on absences for sick, professional, personal days		

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
<b>LEA analysis</b>	Current instructional programs are aligned with state standards and district level curriculum calendars. The school data was analyzed to determine needs, based both on improvement and sustainability of the improvement process. Student data trends were showing lack of growth, particularly in the area of ELA for overall performance and student growth targets. Based on student population, trend data, and strengths of teaching staff, Chamberlain Elementary School is exploring and progressing in a 15 month timeline, to implement Expeditionary Learning (EL). Schools implementing the EL Model outperform district averages in ELA and Math. Longer partnerships with EL schools and districts yield higher achievement scores.
<b>Justification for Selected Interventions</b>	Chamberlain will transform into an Expeditionary Learning (EL) School beginning in 2014-2015 as a Pre-implementation Year. The timeline for implementation is underway as well as the process of consultation with Expeditionary Learning Regional Coordinators and School Designers. Full implementation is scheduled for the fall of 2015. EL has been selected as the sustainability portion of the School Priority Plan. Student learning and engagement increases will impact student achievement growth.

**School Leadership****LEA analysis**

Based on the LEA recommendation for current principal placement, the LEA has determined that the current principal is capable of successfully leading the turnaround model and is committed to the success of the staff and students. The evidence that was provided in support of this principal to the Outreach Coordinator will be included in this document. The current school leader has strengths in the area of collaboration, communication, data utilization, and coordinating efforts of initiatives in the building. The leader is described in her summative review as:

Mrs. Branham's instructional leadership is strong. She is not afraid to confront the harsh realities, yet does so with compassion and care. Her continual message and unwavering commitment is that all decisions are driven by what is best for the students at Chamberlain

This evidence includes a portfolio of leadership assurance that supports retention of this principal along with a letter from the superintendent.

**Justification  
for Selected  
Interventions**

District Level evaluation of principal leadership, TAP document of leader effectiveness, and supporting evaluations were used in determining the retention of the principal.



## Indiana Department of Education

Glenda Ritz, Superintendent of Public Instruction

### YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Principal Kimberly Branham ("Principal") placed in Chamberlain Elementary ("Turnaround School") was an intentional placement by Goshen Community Schools ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

It is understood that this assurance is provided in lieu of other evaluation documents due to the Principal's limited time at the Turnaround School.

*Dr. Diane Woodworth*

Superintendent Signature

*12-19-13*

Date

Dr. Diane B. Woodworth  
Superintendent Printed Name

### School Infrastructure

#### LEA analysis

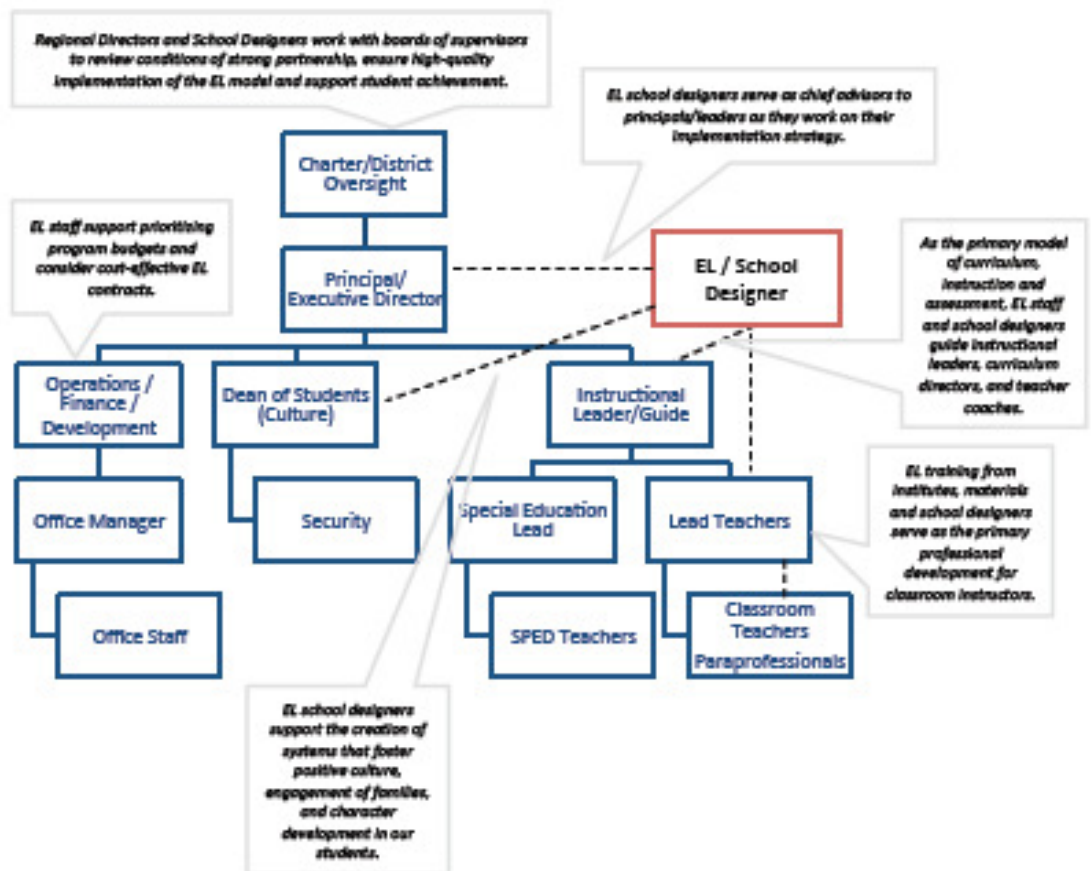
Chamberlain is seeking a research based model for increasing student achievement and growth as well as a model that will support sustainability of growth resulting in removal from priority status. Based on evaluation of research based models of instruction Chamberlain has selected Expeditionary Learning as the most aligned and effective model for student growth.



## EXPEDITIONARY LEARNING

### EL in the Org Chart

An Example of How EL Fits in a School's Organizational Structure



Justification for  
Selected  
Interventions

## Part 5: Selection of Improvement Model

### Transformation

**Instructions:** Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

#### ***Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.***

Based on the priority plan status as a result of data of student performance, growth, and attendance, research, and process associated with build our school wide priority plan our team has selected the Transformation model. This model was the most appropriate due to the flexibility that it allows and the support that it requires from LEA, this model will be a strong fit for both Chamberlain Elementary School, and Goshen Community Schools. Historical data has indicated that lack of growth and use of data has yielded low student achievement growth. With the continued implementation of the 8 Step Process for Data Utilization, TAP program to continue to increase both teacher effectiveness and student achievement, and finally, with the progressive implementation of Expeditionary Learning (EL), Chamberlain will have in place the needed elements to impact student success. The root cause analysis of Chamberlain Elementary for the school improvement plan aligns with the principles in the Transformation Model. This model will provide the needed time, flexibility, and allocation for professional development and collaboration necessary to align the elements for increased and sustainability of student achievement.

#### ***Describe how the model will create teacher, principal, and student change.***

The transformation model, will provided the needed time and flexibility that Chamberlain Elementary School needs to utilize the rigorous and intensity of Expeditionary Learning (EL). EL is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, founder of Outward Bound. These principles animate the research-based model for transforming teaching, learning, and the culture of schools. (EL Core Practices) The EL approach to curriculum and learning makes standards come alive for by connecting real-world issues and needs. The expeditions allow for teacher to foster learning in students that is academically rigorous contributing to high quality learning experiences and student achievement results. Principal, teachers, students, and family collaboration in the framework of EL Learning, builds focus on curriculum, instruction, assessment, culture/character, and leadership. Due to the strong and strategic professional development provided through a partnership with EL, teacher, leadership, and ultimately student learning, are impacted from the highly engaged learning experiences that are standards based. This professional develop requires time and flexibility, particularly in the first 3 years of implementation and partnership with EL.



## EXPEDITIONARY LEARNING

### Leadership Readiness Indicators

Prior to establishing a partnership with a school, EL asks each member of the leadership team to reflect on his/her personal level of readiness for engaging in a multi-year school improvement process. Effective, engaged school leadership is the single most important factor in determining the impact of a partnership with Expeditionary Learning. Therefore, prospective EL leaders should reflect on each of these indicators and demonstrate their readiness through their words and actions. Additionally, district leaders should identify ways to engage, support and hold school-based leaders accountable for following through on these commitments.

**I am ready to collaborate deeply with my colleagues to raise student achievement. This means I am ready to...**

- Lead a collaborative process of developing and communicating a clear vision for teaching and learning.
- Introduce and sustain structures that appropriately distribute leadership and decision-making with teachers and other stakeholders.
- Build a professional culture rooted in relational trust between adults.
- Collaboratively, honestly and openly analyze and respond to data concerning student achievement and engagement.

**I am ready to guide significant and lasting change in individual classrooms and across the whole school. This means I am ready to...**

- Implement EL's common language, consistent practices and school structures to support the mission and goals of my school.
- Establish and sustain teacher supervision structures and other routines that prioritize my role as an instructional leader.
- Support and hold teachers accountable for implementing effective instructional practices and raising student achievement.
- Say "No" to initiatives, partnerships and programs that divert time and attention away from our core vision for achievement.

**I am ready to fully engage in a school improvement partnership with Expeditionary Learning through professional learning, collaboration and honest communication. This means I am ready to...**

- Engage in professional development and ongoing leadership coaching aimed at helping me become a more effective instructional leader and to implement the practices I learn.
- Carefully examine my past practices and adjust strategies, habits and structures that are not directly linked with our mission and model.
- Collaborate with EL staff to maximize the value of our partnership through frequent communication, honest feedback and robust problem solving.
- Be held accountable for implementing agreed-upon plans and will hold others accountable as well.



# EXPEDITIONARY LEARNING

## Partnership Success Indicators: Information for Interested Schools

The most successful schools in Expeditionary Learning's national network exhibit a set of common characteristics across various domains. The indicators below are historically predictive of success as a high achieving, highly implementing Expeditionary Learning school.

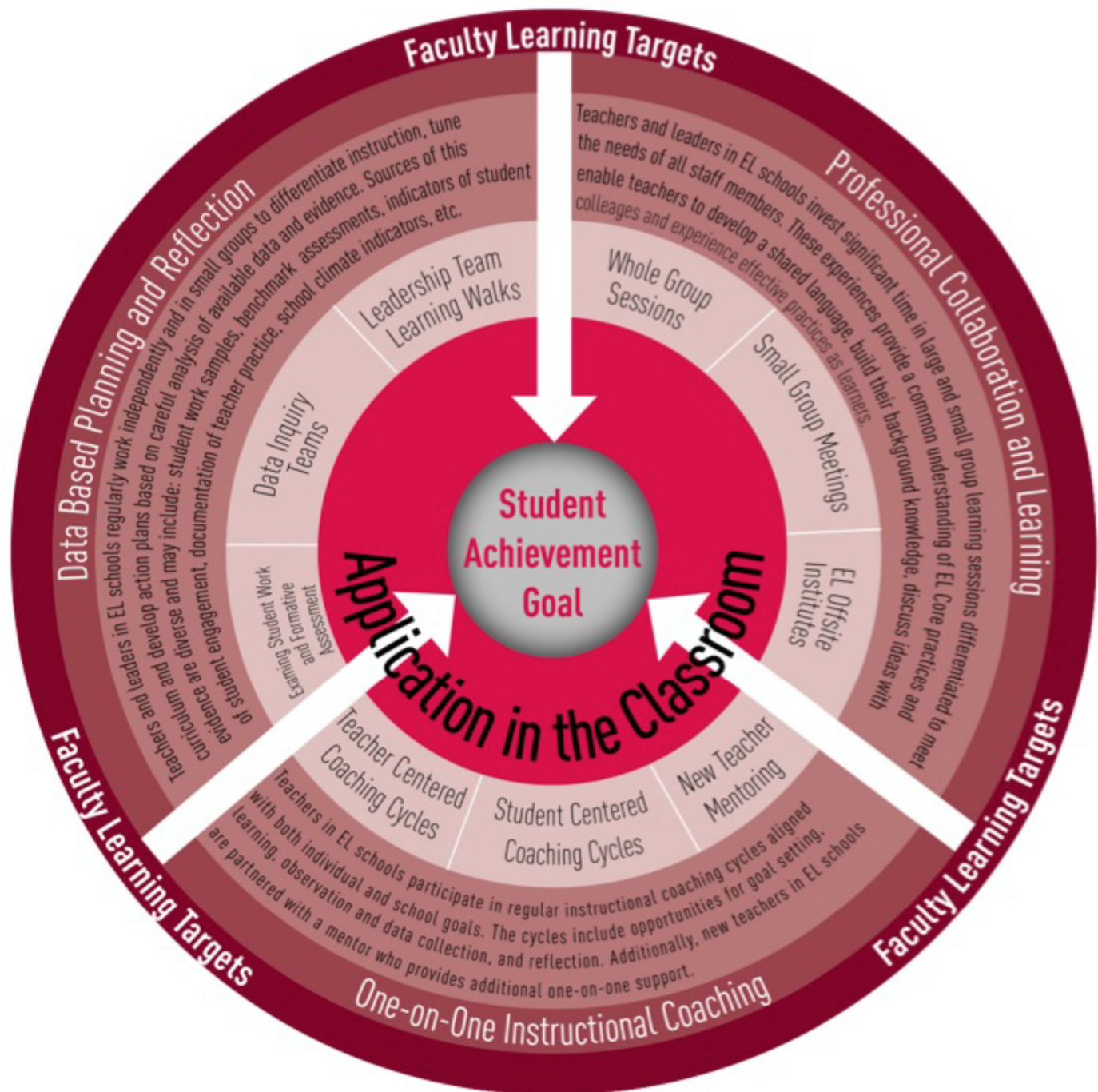
<b>District and Staff Support</b>
<b>Leadership and Faculty Support</b> <ul style="list-style-type: none"> <li>• <b>School Leadership:</b> Expeditionary Learning only works in schools where leadership is supportive and enthusiastic. EL looks for thoughtful and influential school leadership shared across a team.</li> <li>• <b>Staff Commitment:</b> The majority of a school's faculty should embrace Expeditionary Learning's school improvement model.</li> <li>• <b>Relational Trust:</b> The staff exhibits a positive and professional culture.</li> </ul>
<b>Structural and Curricular Autonomies</b> <ul style="list-style-type: none"> <li>• The school is willing to be flexible about scheduling teacher planning time and instructional blocks.</li> <li>• The school has dedicated sufficient time to accommodate on-site and off-site professional development, including 10-15 days <i>additional</i> professional development for teachers and administrators (i.e. summer institutes, off-site professional development, early release days, visits to exemplary schools, etc).</li> <li>• EL coaches enjoy frequent and ongoing access to school faculty and leadership.</li> </ul>
<b>Support of District or Charter Board:</b> <ul style="list-style-type: none"> <li>• District or charter board demonstrates an initial understanding of Expeditionary Learning and has actively participated in opportunities to learn about the design.</li> <li>• The school has flexibility in key areas of curriculum, instruction, professional development and teacher planning time.</li> <li>• The school is interested in a multi-year partnership with EL and has identified avenues for funding.</li> <li>• The school is willing to share data with EL, including state and benchmark assessments.</li> </ul>
<b>School Vision</b>
<b>School-wide Implementation</b> <ul style="list-style-type: none"> <li>• The school's vision for growth and development aligns with Expeditionary Learning principles.</li> <li>• The school &amp; community exhibit a sense of urgency towards student achievement and believe that all students are capable of growing and achieving.</li> <li>• The school agrees to identify itself as an Expeditionary Learning school.</li> <li>• The school's vision reflects a commitment to structures that increase student and adult learning and foster character and relational trust.</li> </ul>
<b>Sustainability</b>
<b>Location</b> <ul style="list-style-type: none"> <li>• Expeditionary Learning is able to provide School Designer services in a cost-effective manner.</li> <li>• EL will preference new school partners that can join a regional or district cluster that is "anchored" by other EL schools, at least one of which is already high-achieving relative to the local district. Establishing a local K-12 pathway for EL students is another cluster priority.</li> </ul>





## EXPEDITIONARY LEARNING

### Framework for Professional Development in Expeditionary Learning Schools



## Part 6: Transformation Model

### PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

Principal changes and flexibility	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
	Data Driven Decision Making: 8 Step Process Data Meetings PLC Data Discussions	Principal	2013-2014 School Year Monitoring 8-Step Data Meetings – Once every 3 Weeks PLC – Week	Agendas Data Tracking Calendar Items	Ongoing
	PBIS – School Wide Driven by student behavior data	Principal	2013-2014 School Year Training Support of PBIS Team	Training Materials Staff Meeting Agendas	Ongoing
	TAP System of Evaluations, Professional Development, Support, Monitoring	Principal	2013-2014 School Year Teacher Evaluations Principal Evaluations by District	Evaluation Data Student Data	Ongoing
	School Wide Master Schedule: Design, Implementation, Monitoring	Principal	Summer 2013 – Design Fall 2013 – Implementation Fall 2013-Current – Monitor	Classroom Walk Through PLC Agenda Minutes	Ongoing
	Communication: On going communication is utilized with students, staff, and families that is rooted in student data, learning goals, and climate and culture.	Principal	Daily- Classrooms, announcements Weekly- Staff newsletter "Chamberlain Chatter", emails Monthly- Family Newsletter, family nights, staff meetings	Agendas Newsletters Communication Artifacts	Ongoing
	Supervision of Principal: Through district support, supervision, training, collaboration, and monitoring	District Admin. Team	Monthly supervision meetings with assistant superintendent, principal meetings, support, mentorships, follow up with district administrators, annual goals, annual appraisal	Notes Agendas Leadership Team Evaluations Annual Appraisal	Ongoing

Effectiveness of staff and recruitment/retaining of staff	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
	TAP – Weekly required professional development	TAP Leadership Team (TLT) District	Weekly 1 Hour Professional Development Follow Up with Teacher from TLT weekly	Cluster meeting records Annual Site Review CODE Data	Ongoing
	TAP System Of Evaluation	TLT District	Currently in year 3 (2013-14) of implementation	4 observations annually for all certified teachers	Ongoing
	Utilization of teacher evaluation data and use of student work to drive growth of students through a strategy	All staff	Weekly	Cluster meeting records Student data collection by teachers for cluster Use of CODE data to drive professional development decisions	Ongoing
	Ventures – Interview Screening Completion of Training by Principal and implementation for potential hires prior to face to face interview	District Principal	Training Summer 2013 (Completed)	Certification Certificate for Principal	Complete
			Screening Candidates beginning Dec. 2013	Candidate Scores	Ongoing
	Teaching Assignments – Staffing To maximize capacity of teacher and team to utilize individual and team strengths.	District Staffing Principal	Annually in Spring	Staffing Worksheet Principal Meeting Minutes FTE Spreadsheet Principal / Teacher Discussions	Beginning Feb. 2014-Summer 2014

Building Culture	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
	PBIS (Positive Behavioral Interventions and Supports) After the completion of school wide training the students and staff will fully implement PBIS and it will be monitored by school principal and assistant	Principal PBIS Team	Training Fall 2013 Staff Training Winter 2014 Full School Implementation Spring 2013-Fall 2014	Completion of Team Monthly Staff Meetings Program Elements in Place	Complete Ongoing Ongoing
	Anti Bullying Initiative per state requirement and district support of the initiative.	School Counselor	Staff Training Spring 2014 Updated / on going education Communication	Training and <u>Powerpoint</u> completion signatures (Due 01/17/14) Agendas Monthly Newsletters for parents and staff	Underway Ongoing Ongoing
	TAP – weekly required professional development	TAP Leadership Team (TLT) District	Weekly 1 Hour Professional Development Follow Up with Teacher from TLT weekly	Cluster meeting records Annual Site Review CODE Data	Ongoing
	Family Connections	Parent Liaison	Monthly Family Ed. Outreach nights Translation of all materials Provide education and resources to families	Parent survey data Flyers for outreach nights Translation of materials	Ongoing
	Open House	PTO Principal / Teachers	Fall – Ice Social / Open House Fall – Parent Teacher Conf. Breakfast with Principal Fun Fair	Flyers Parent Teacher Conf. % and documentation	Annually on the calendar
	Information Night (Focus: Priority Plan /PBIS)	Priority Team	Feb. 11 – Offered in Eng/Span.	Agenda / PowerPoint Attendance Data	Planning Stage
	Test Talks: With individuals students in grades 3-5 for review of progress and goal setting	Principal	Feb. 3-14 Prior to ISTEP / Following Acuity	Principal and support team Classroom Teachers	Upcoming
	Staff Meeting – Communication of School Achievement Plan	Priority Plan Team	Feb. 3 <sup>rd</sup> Staff Meeting	Agenda / PowerPoint	Upcoming

Chamberlain Elementary School – January 2014

Professional Development	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
	TAP – weekly required professional development	TAP Leadership Team (TLT) District	Weekly 1 Hour Professional Development Follow Up with Teacher from TLT weekly	Cluster meeting records Annual Site Review CODE Data	Ongoing
	TAP System Of Evaluation	TLT District	Currently in year 3 (2013-14) of implementation	4 observations annually for all certified teachers	Ongoing
	Utilization of teacher evaluation data and use of student work to drive growth of students through a strategy	All staff	Continual	Cluster meeting records Student data collection by teachers for cluster Use of CODE data to drive professional development decisions	Ongoing
	8 Step – data utilization with grouping and regrouping of students around standards	All staff	Data teams meet on a 3 week cycle 30 minute daily groupings	STI data	Ongoing
	PBIS (Positive Behavioral Interventions and Supports) After the completion of school wide training the students and staff will fully implement PBIS and it will be monitored by school principal and assistant	Principal PBIS Team	Training Fall 2013 Staff Training Winter 2014 Full School Implementation Fall 2014	Completion of Team Monthly Staff Meetings Program Elements in Place	Complete Ongoing Ongoing
	Expeditionary Learning Exploration, Training, Timeline Planning	District HEA Staff Principal	Exploration: Winter 2014 Planning: Spring 2014 Training: Begin Summer 2014	Notes Timeline Tracking Meeting Agendas	Begin Winter 2014
Instructional Programs	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
	Instructional Calendar aligning reading and math programs to CCSS	District	Fall of 2013	PLC minutes, lesson plans,	Ongoing
	8 Step - Data utilization with grouping and regrouping of students around standards	All staff	Data teams meet on a 3 week cycle 30 minute daily groupings	STI data, data meeting records	Ongoing
	STI (See The Improvement) Assessment	District Teachers	Fall 2013	STI data, Calendars	Ongoing
	Response To Intervention: Utilization of Small Group Reading Block to use as intervention in addition to reading group instruction for grades 3-5	Grade Level Teams – Title One Instructors (TOI)	Beginning Mid February 2014	Intervention Plan Use of Journeys Tool Kit	Ongoing
	Acuty pathways for students in grades 3-5	Grade Level Teachers	3 <sup>rd</sup> Grade Fall 13 4 <sup>th</sup> / 5 <sup>th</sup> Feb. 2014	Student Data Grade Level Progress Monitoring	Current / Upcoming



**Parent and  
Community  
Involvement**

Interventions/Action Strategies	Driver	Timeline	Evidence	Status
Monthly family outreach nights hosted by the school invite families to participate in academic and social activities	School Liaison	Implemented August 2013	Monthly events	Ongoing
Monthly PTO meetings designed to engage families in school decision-making	PTO president	First Monday of every month	Meeting agendas	Ongoing
Parent liaison communicates and translates information to parents and guardians to reduce barriers between home and school	School Liaison	Current liaison started Jan 2012	Liaison schedule	Ongoing
Annual Parent-Teacher conferences communicate student academic progress	Principal Classroom Teachers	October 15 and 17, 2013	Parent-Teacher conference attendance data	Completed
Monthly newsletters from the school are sent to parents to communicate information from the principal, TOSA, nurse, and guidance counselor	Principal	Implemented August 2012? Continued monthly	Newsletter	Ongoing
Computerized parent survey, designed to gauge satisfaction, support, and concerns	Principal	October 2013	Survey Results	Completed
Breakfast with Principal	Principal & Parent Liaison	Monthly (Move to Odd Months of year)	Attendance Notes <u>Newsletters</u>	Begin Dec. 2013 – Ongoing
Guidance Counselor Groups	Guidance Counselor	Planning and Teaching	Lesson Plans Contact Log Student Documentation	Current / Ongoing

# SMART Culture Goal - Year I

CHAMBERLAIN ELEMENTARY SCHOOL SIG – MARCH 2014

Chamberlain Elementary School will build instructional capacity, increase effectiveness, and improve student achievement through the implementation of Expeditionary Learning (EL) and alignment with current practices which include: 8 Step Process for Data Utilization and TAP (Teacher Advancement Program) which are foundational practices that are supports to impact an increase in student achievement as measured by state assessment measures.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead turnaround efforts to increase student achievement by monitoring and supporting the priority plan and facilitating the collaboration efforts.	Principal LEA	Ongoing	EL Leadership Training	<i>Replace the principal who led the school prior to implementing the model</i>
Implementation and use of the TAP System with Fidelity	TLT – TAP Leadership Team – Principal, Master Teachers, Mentor Teachers	Ongoing Implementation started in 2011 - current	Salary for Master Teachers, Stipend for Mentor Teachers Use of TIF Grant, general fund, and Title I.	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
TAP Performance Based Compensation System	District Administrators and School Based TLT	Ongoing	Use of TIF Grant and general fund	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
One time per week late arrival time for students to allocate for weekly Professional Development on student learning strategies and Solid instructional practices	TLT	Current – Ongoing	Part of teacher contract	<i>Provide high quality, job-embedded professional development</i>

Additional hour of teacher contract per day for certified staff members to participate in professional development and collaboration activities associated with EL	Leadership and Personnel	Continued from 2014-15 school year	Stipend allocated to compensate for additional time	
Training for culture component, instruction and assessment in the EL model for Chamberlain Elementary	Leadership and Personnel	Beginning August 2014 – continuing each year of implementation of EL	Cover attendance and travel expenses for professional development	
ELL and Special Education Staff Hour Flexibility	ELL and Special Education Staff	Beginning August 2014	Part of teacher contract	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Hire 70% Instructional Guide to lead and support EL efforts in the school	Principal Instructional Guide	Beginning in June 2014	Salary and Benefits	
Additional 1 hour per day for certified teaching staff for planning and implementation of EL, instructional strategies with a focus on School Improvement Goals and sustainability	Principal Certified Teaching Staff	Begin August 2014	Stipend to teacher contract for additional planning time and learning time	<i>Provide increased learning time for students and staff</i>
Increase the hours to allow for hours of evening events to support family learning and engagement	Principal and Personnel Department	Beginning August 2014	Include a bank of hours outside of regular contract for parent and community events, additional wage expenses to be covered by the grant	<i>Provide mechanisms for family and community engagement</i>
Allow flexibility for the day by increasing the staff day by 1 hour	Principal and Leadership Team	Beginning August 2014	Increase of teacher contract	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>



LEA will support improvement efforts for Chamberlain Elementary School collaboration and guidance	District and Principal	Ongoing	No budget impact	LEA and, SEA supports school with ongoing, intensive technical assistance and support
<b>SMART Culture Goal - Year 2</b>				
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Principal will lead turnaround efforts to increase student achievement by monitoring and supporting the priority plan and facilitating the collaboration efforts.	Principal LEA	Ongoing	EL Leadership Training	Replace the principal who led the school prior to implementing the model
Implementation and use of the TAP System with Fidelity	TLT – TAP Leadership Team – Principal, Master Teachers, Mentor Teachers	Ongoing Implementation started in 2011-current	Salary for Master Teachers, Stipend for Mentor Teachers Use of TIF Grant, general fund, and Title I.	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
TAP Performance Based Compensation System	District Administrators and School Based TLT	Ongoing	Use of TIF Grant and general fund	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not
One time per week late arrival time for students to allocate for weekly Professional Development on student learning strategies and Solid instructional practices	TLT	Current – Ongoing	Part of teacher contract	Provide high quality, job-embedded professional development
Additional hour of teacher contract per day for certified staff members to participate in professional development and	Leadership and Personnel	Continued from 2014-15 school year	Stipend allocated to compensate for additional time	

collaboration activities associated with EL				
Training for culture component, instruction and assessment in the EL model for Chamberlain Elementary	Leadership and Personnel	Beginning August 2014 – continuing each year of implementation of EL	Cover attendance and travel expenses for professional development	
ELL and Special Education Staff Hour Flexibility	ELL and Special Education Staff	Beginning August 2014	Part of teacher contract	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Hire 100% Instructional Guide to lead and support EL efforts in the school	Principal Instructional Guide	Beginning in June 2014	Salary and Benefits	
Additional 1 hour per day for certified teaching staff for planning and implementation of EL, instructional strategies with a focus on School Improvement Goals and sustainability	Principal Certified Teaching Staff	Begin August 2014	Stipend to teacher contract for additional planning time and learning time	<i>Provide increased learning time for students and staff</i>
Increase the hours to allow for hours of evening events to support family learning and engagement	Principal and Personnel Department	Beginning August 2014	Include a bank of hours outside of regular contract for parent and community events, additional wage expenses to be covered by the grant	<i>Provide mechanisms for family and community engagement</i>
Allow flexibility for the day by increasing the staff day by 1 hour	Principal and Leadership Team	Beginning August 2014	Increase of teacher contract	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

LEA will support improvement efforts for Chamberlain Elementary School collaboration and guidance	District and Principal	Ongoing	No budget impact	LEA and, SEA supports school with ongoing, intensive technical assistance and support
SEA will develop a plan of for sustainability by exploring grants and partnerships to fund the sustainability of EL and data driven instruction.	Principal and leadership team	Spring 2016	No Budget Impact	

### SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead turnaround efforts to increase student achievement by monitoring and supporting the priority plan and facilitating the collaboration efforts.	Principal LEA	Ongoing	EL Leadership Training	Replace the principal who led the school prior to implementing the model
Implementation and use of the TAP System with Fidelity	TLT – TAP Leadership Team – Principal, Master Teachers, Mentor Teachers	Ongoing Implementation started in 2011-current	Salary for Master Teachers, Stipend for Mentor Teachers Use of TIF Grant, general fund, and Title I.	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
TAP Performance Based Compensation System	District Administrators and School Based TLT	Ongoing	Use of TIF Grant and general fund	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not
One time per week late arrival time for students to allocate for weekly Professional Development on student learning strategies and Solid instructional practices	TLT	Current – Ongoing	Part of teacher contract	Provide high quality, job-embedded professional development

Additional hour of teacher contract per day for certified staff members to participate in professional development and collaboration activities associated with EL	Leadership and Personnel	Continued from 2014-15 school year	Stipend allocated to compensate for additional time	
Training for culture component, instruction and assessment in the EL model for Chamberlain Elementary	Leadership and Personnel	Beginning August 2014 – continuing each year of implementation of EL	Cover attendance and travel expenses for professional development	
ELL and Special Education Staff Hour Flexibility	ELL and Special Education Staff	Beginning August 2014	Part of teacher contract	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Maintain a position of 100% contract Instructional Guide to lead and support EL efforts in the school	Principal Instructional Guide	Beginning in June 2014	Salary and Benefits	
Additional 1 hour per day for certified teaching staff for planning and implementation of EL, instructional strategies with a focus on School Improvement Goals and sustainability	Principal Certified Teaching Staff	Begin August 2014	Stipend to teacher contract for additional planning time and learning time	<i>Provide increased learning time for students and staff</i>
Increase the hours to allow for hours of evening events to support family learning and engagement	Principal and Personnel Department	Beginning August 2014	Include a bank of hours outside of regular contract for parent and community events, additional wage expenses to be covered by the grant	<i>Provide mechanisms for family and community engagement</i>

Allow flexibility for the day by increasing the staff day by 1 hour	Principal and Leadership Team	Beginning August 2014	Increase of teacher contract	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
LEA will support improvement efforts for Chamberlain Elementary School collaboration and guidance	District and Principal	Ongoing	No budget impact	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

### **SUSTAINABILITY Culture Goal - Year 4**

Based on the development of Expeditionary Learning and a 3 year partnership with EL school staff will have a strong foundational basis for continued implementation, the needs of the staff will be sustainable by use of resident instructional guide to facilitate and support the continued implementation and growth of EL at Chamberlain Elementary School.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
Principal continue to receive support from LEA to implement the needs of sustainability of growth and implementation of EL.	Principal LEA	Ongoing	EL Leadership Training	<i>Replace the principal who led the school prior to implementing the model</i>
Implementation and use of the TAP System with Fidelity	TLT – TAP Leadership Team – Principal, Master Teachers, Mentor Teachers	Ongoing Implementation started in 2011 - current	Salary for Master Teachers, Stipend for Mentor Teachers Use of TIF Grant, general fund, and Title I.	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
TAP Performance Based Compensation System	District Administrators and School Based TLT	Ongoing	Use of TIF Grant and general fund	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>

One time per week late arrival time for students to allocate for weekly Professional Development on student learning strategies and Solid instructional practices	TLT	Current – Ongoing	Part of teacher contract	<i>Provide high quality, job-embedded professional development</i>
Creatively address the needs of the schedule to allocate for collaboration and planning time for teachers within the time .	Leadership and Personnel	Continued from 2014-15 school year	Stipend allocated to compensate for additional time	
Train new teachers on for culture component, instruction and assessment in the EL model for Chamberlain Elementary.	Leadership and New Personnel	Annually	New teacher orientation element, covered by regular teach contract	
ELL and Special Education Staff Hour Flexibility	ELL and Special Education Staff	Beginning August 2014	Part of teacher contract	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Maintain 100% Instructional Guide to lead and support EL efforts in the school	Principal Instructional Guide	Continuation in August 2014	Use of General Fund FTE moneys	
Additional 1 hour per day for certified teaching staff for planning and implementation of EL, instructional strategies with a focus on School Improvement Goals and sustainability	Principal Certified Teaching Staff	Beginning August 2017	Use of schedule and day to fit back into the framework of regular contractual day	<i>Provide increased learning time for students and staff</i>

Flex hours to allow for hours of evening events to support family learning and engagement – by this year of implementation the systems and planning will be set	Principal and Personnel Department	Beginning August 2017	Flexibility – no budget impact	<i>Provide mechanisms for family and community engagement</i>
Allow flexibility for the day by increasing the staff day by 1 hour	Principal and Leadership Team	Beginning August 2017	Resume regular contractual day unless other funding is available	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
LEA will support improvement efforts for Chamberlain Elementary School collaboration and guidance	District and Principal	Ongoing	No budget impact	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
Assessment Coordinator and district support of data driven instruction and fidelity to use of data. Flexibility of curriculum calendar and use of district level assessments.	Principal District Administrators	Ongoing	No budget impact	

**SMART Academic Goal - Year 1**

ELA Academic Goal By May 2014, Chamberlain Elementary School will lower the percentage of the overall students with low growth in English Language Arts (4 <sup>th</sup> and 5 <sup>th</sup> grade combined) from 42.3% to 38%, in order to impact the bottom 25% of students, as measured by Indiana Growth Accountability A-F Calculations. Acuity predicted passing percentage will serve as benchmark.		Math Academic Goal By May 2014, Chamberlain will increase student achievement scores in the Math portion of the state ISTEP test by improving overall passing rate from 69.7% to 81% based on measures of ISTEP.		Other Academic Goal (optional)	
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles	
8 Step Process for Data Utilization	Principal	Process is ongoing and will require continued increase understanding and usage	Stipend Curriculum Rate for Data Leadership Team of 8 members to meet 4 times annually for 2 hours to work on furthering the process	Use data to implement an aligned instructional program	
Time for development of assessments that align to Expeditionary Learning Model	Instructional Guide K-5 Teachers	2 Days Summer Plan Time	Stipend For Teacher Time		
Attend Expeditionary Learning Professional Development focused in assessment and use of data to drive instructional decision making.	Instructional Guide from Chamberlain and EL Leadership Team	Summer & Fall 2014	Stipends for local professional development sessions and costs associated with travel and related training		



Grade level and cross grade level data meetings to analyze student data and make instructional decisions based on the data	Principal, School Wide Data  Leadership Team	Weekly For 1 Hour	Part of teacher stipend to increase contract day	<i>Promote the use of data to inform and differentiated instruction</i>
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SMART Academic Goal - Year 2				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
8 Step Process for Data Utilization	Principal	Process is ongoing and will require continued increase understanding and usage	Stipend Curriculum Rate for Data Leadership Team of 8 members to meet 4 times annually for 2 hours to work on furthering the process	<i>Use data to implement an aligned instructional program</i>
Time for development of assessments that align to Expeditionary Learning Model	Instructional Guide K-5 Teachers	5 Days Summer Plan Time	Stipend For Teacher Time	
Attend Expeditionary Learning Professional Development focused in assessment and use of data to drive instructional decision making.	Instructional Guide from Chamberlain and EL Leadership Team	Summer 2015	Stipends for local professional development sessions and costs associated with travel and related training	
Grade level and cross grade level data meetings to analyze student data and make instructional decisions based on the data	Principal, School Wide Data Leadership Team	Weekly For 1 Hour	Part of teacher stipend to increase contract day	<i>Promote the use of data to inform and differentiated instruction</i>
Assessment Coordinator and district support of data driven instruction and fidelity to use of data. Flexibility of curriculum calendar and use of district level assessments.	Principal District Administrators	Ongoing	No Budget Items	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SMART Academic Goal - Year 3				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
8 Step Process for Data Utilization	Principal	Process is ongoing and will require continued increase understanding and usage	Stipend Curriculum Rate for Data Leadership Team of 8 members to meet 4 times annually for 2 hours to work on furthering the process Stipend For Teacher Time	<i>Use data to implement an aligned instructional program</i>
Time for development of assessments that align to Expeditionary Learning Model	Instructional Guide K-5 Teachers	8 Days Summer Plan Time		
Attend Expeditionary Learning Professional Development focused in assessment and use of data to drive instructional decision making.	Instructional Guide from Chamberlain and EL Leadership Team	Summer 2016	Stipends for local professional development sessions and costs associated with travel and related training	
Grade level and cross grade level data meetings to analyze student data and make instructional decisions based on the data	Principal, School Wide Data  Leadership Team	Weekly For 1 Hour	Part of teacher stipend to increase contract day	<i>Promote the use of data to inform and differentiated instruction</i>
Assessment Coordinator and district support of data driven instruction and fidelity to use of data. Flexibility of curriculum calendar and use of district level assessments.	Principal District Administrators	Ongoing	No Budget Items	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

### SUSTAINABILITY Academic Goal - Year 4

Chamberlain Elementary School, at the start of the 2017-18 school year, will be in year 3 of implementation of Expeditionary Learning (EL) Due to the high impact and intensity associated with year 4 and beyond the sustainability will rely less on budget items and more on continued professional development within the school. Implementation of EL and data driven decision making will result in a continued growth of student achievement and progress toward learning targets and student growth as measured by the state assessment for academic achievement that is adopted for the 2017-18 school year.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
8 Step Process for Data Utilization	Principal	Process is ongoing and will require continued increase understanding and usage	Stipend Curriculum Rate for Data Leadership Team of 8 members to meet 4 times annually for 2 hours to work on furthering the process	<i>Use data to implement an aligned instructional program</i>
Time for development of assessments that align to Expeditionary Learning Model	Instructional Guide K-5 Teachers	8 Days Summer Plan Time	Stipend For Teacher Time funded by general fund	
Attend Expeditionary Learning Professional Development focused in assessment and use of data to drive instructional decision making.	Instructional Guide from Chamberlain and EL Leadership Team	Summer 2017	Stipends for local professional development sessions and costs associated with travel and related training provided by planned further grants and general funding from school district	
Grade level and cross grade level data meetings to analyze student data and make instructional decisions based on the data	Principal, School Wide Data  Leadership Team	Weekly For 1 Hour	Part of regular scheduled contractual teacher day	<i>Promote the use of data to inform and differentiated instruction</i>
Assessment Coordinator and district support of data driven instruction and fidelity to use of data. Flexibility of curriculum calendar and use of district level assessments.	Principal District Administrators	Ongoing	No Budget Items	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Commitment to allocate funding from general fund to support continued professional development	District	Ongoing	Professional development funds at district level	

### Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	Yes		Recognizing the need to supplement not supplant Title I. and District Funds resources allocated through this grant will be utilized in compliance with all rules and regulations as outlined by IDOE.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> <li>• Ability to recruit new principals through partnerships with outside educational organizations and/or universities</li> <li>• Statewide and national postings for administrative openings</li> <li>• External networking</li> <li>• Resumes provided</li> <li>• Data examined to demonstrate track record</li> <li>• Principal hiring process</li> <li>• Principal transfer procedures/policies</li> </ul>	Yes		Commitment to assurances of current school principal with supporting documentation available in other portions of the grant and further documentation can be provided.
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i> <ul style="list-style-type: none"> <li>• School Board Assurances</li> <li>• School Board Meeting Minutes from proposal and or discussion</li> <li>• Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</li> </ul>	Yes		Approval from the board to move forward with the pre-implementation and support of implementation of Expeditionary Learning (EL)  Documentation is provided following Section 7.
4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and	Yes		

<p>operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Superintendent Assurance</li> <li>• School Board Meeting Minutes from proposal and or discussion</li> <li>• Superintendent SIG Presentation</li> <li>• Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</li> </ul>			Documentation of commitment from Superintendent Woodworth is provided following Section 7.
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> </ul>	Yes		<p>Contract negotiations will take in August 2015, which will align with implementation timeline.</p> <p>Documentation of support of EL is provided from Goshen Education Association President following Section 7.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> <li>• Principal ownership in staff hiring process</li> <li>• Detailed and descriptive staff hiring process <ul style="list-style-type: none"> <li>○ Staff transfer policies and procedures</li> <li>○ Staff recruitment, placement, and retention procedures</li> </ul> </li> </ul>	Yes		Please see attached documentation.
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p>	Yes		Please see attached documentation.

<ul style="list-style-type: none"><li>• <i>Professional Development Calendar</i></li><li>• <i>Curriculum and Assessment Calendar</i></li><li>• <i>Parent Requirements</i></li><li>• <i>Monitoring and Evaluation System</i></li><li>• <i>Support Process</i></li><li>• <i>Data Review</i></li><li>• <i>Special Population Review</i></li><li>• <i>Fiscal Monitoring</i></li></ul>			
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# GOSHEN COMMUNITY SCHOOLS

"Ensuring all students acquire knowledge and apply skills - -  
enhancing tomorrow's opportunities."

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Dr. Diane Woodworth

*Assistant Superintendent  
Educational Services &  
Transportation*  
Dr. Bob Evans

*Assistant Superintendent  
Elementary Education*  
Mrs. Tamra K. Ummel Ed. S.

*Assistant Superintendent  
Personnel*  
Dr. Marceil Royer

Memo To: Board of School Trustees and Dr. Diane Woodworth

Memo From: Tamra Ummel, Assistant Superintendent

Re: Expeditionary Learning – *"Thinking in a New Direction"*

Date: January 27, 2014

As you are aware, Chamberlain Elementary School is listed a *priority* school under the Indiana school improvement model. Priority schools must develop and submit to the IDOE by Feb. 1, 2014, a school improvement plan which aligns with the eight Turn Around Principles. Through recent conversations with Kim Branham, Principal, and Brian Wiebe, Horizon Education Alliance, we have been discussing the possibilities for a new direction for Chamberlain, Expeditionary Learning.

Expeditionary Learning offers a different approach to school improvement, that engages students to become self-motivated learners and cultivates student success. Expeditionary Learning schools are outperforming state and district averages on standardized tests and closing critical achievement gaps across the nation. Some of the critical components to Expeditionary Learning Schools are: engaging with communities, making learning relevant, supporting students to achieve "personal bests" and solving complex, real-world problems.

In a recent conversation with the IDOE, there is clear support for Chamberlain to build their Priority Plan for improvement using Expeditionary Learning as the vehicle to meet the turnaround principles. To that end, we have had conversations with Chamberlain staff and the school improvement team is working on articulating how expeditionary learning can support the turnaround principles. We will have a short video to show the board which will provide an overview.

Brian Wiebe will be in attendance at the meeting to address the partnership with Horizon. Kim Branham will also be in attendance at the meeting to answer questions that you may have at this point.

## Goshen Community Schools Administrative Guidelines

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### 3120A - SELECTION OF PROFESSIONAL PERSONNEL

#### A. Introduction

1. The School Board shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.
2. Each position shall have a job description which shall include, but not be limited to, the following information:
  - a. the position title
  - b. its function
  - c. a listing of the responsibilities and authorizations assigned to the position
  - d. a description of the reporting and supervisory relationships of the position
3. Applications are invited for all staff openings from present staff members.

#### B. Qualifications

1. The qualities desired beyond the minimum certification requirements are:
  - a. formal training appropriate to the duties and responsibilities of the particular position;
  - b. experience, both quantitative and qualitative, related to the particular position;
  - c. demonstrated ability in the particular position;
  - d. demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
  - e. evidence of high educational and professional standards;
  - f. demonstrated loyalty to the administration and other staff where presently employed;
  - g. evidence of commitment to professional growth;



## 3120A - SELECTION OF PROFESSIONAL PERSONNEL

<http://www.neola.com/goshen-in/search/ag/ag3120A.htm>

- h. evidence of professional work habits and conduct consistent with the ethics of the profession.

2. Each candidate shall submit the following information in the form requested by the Corporation:

- a. personal data, limited to those allowed by law
- b. certificates held
- c. record of educational and professional training (including transcripts)
- d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
- e. reports from references

**C. Selection Process**

1. Application Procedure

All letters of application and all placement office credentials shall come through the administrative Office which will note date of receipt, acknowledge the application (if applications were requested).

- a. It shall file those of promising candidates, and arrange for an investigation and possible interviews.
- b. It shall send the applications to the appropriate principal for filing.

2. Investigation Procedure

- a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. (See AG 3120D) Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.
- b. A biographical sketch is compiled which outlines in brief the candidate's training and experience and other pertinent qualifications.
- c. All necessary certification, training, and experience is documented.
- d. Pre-employment tests which are directly related to the position responsibilities may be administered, if applicable.

3. Interview Procedure

(Not for Principals or Central Office Positions)

- a. Upon receipt of all relevant information, applications will be routed to the appropriate administrator for review.

## 3120A - SELECTION OF PROFESSIONAL PERSONNEL

<http://www.neola.com/goshen-in/search/ag/ag3120A.htm>

- b. The administrator shall independently review the applications and then reach consensus on the applicants to be interviewed. The administrator shall then determine which, if any, members of the staff will be included in reviewing applications and the interviews. Prior to any interviews, a copy of AG 3120C is to be given to each interviewer.
  - c. After all interviews have been completed, the administrator submits the recommended candidate to the assistant superintendent who will conduct the final interview and make the selection of the person to be recommended to the Board. Prior to the recommendation, a criminal history record check will be conducted after the candidate submits a set of fingerprints and pays the investigation fee.
  - d. Both successful and unsuccessful candidates shall be notified of the Corporation's employment decision.
4. Procedure for Principals
- If the opening is for a principalship, a screening committee consisting of one or two (1 or 2) central administrators, two or three (2 or 3) members of the professional staff, two or three (2 or 3) parents/community members, one (1) building level administrator, and/or one (1) member of the support staff shall be selected to assist in the interview process.
- a. The screening committee shall participate in the planning of the interview sessions and the questions that will be asked all candidates.
  - b. At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. Additional interviews and final recommendation shall be the responsibility of the Superintendent.
5. Procedure for Central Office Positions
- The interview/selection procedure for professional staff with administrative responsibilities at the Corporation level shall be established by the Superintendent, appropriate for the position.

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During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment Policy 3122 shall be adhered to by all personnel involved.

**D. Employment Procedure**

- 1. After the Superintendent's approval, and with Board acceptance, the Superintendent shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:
  - a. terms of employment including wages;
  - b. length of contract;
  - c. fringe benefits;
  - d. job title and person to whom responsible;

3120A - SELECTION OF PROFESSIONAL PERSONNEL

<http://www.neola.com/goshen-in/search/ag/ag3120A.htm>

2. Upon acceptance, the new staff member shall report to the central administrative office to fill out withholding tax, insurance, and any other necessary forms.
3. All documents concerning employment shall be attached to the application and filed in the central administrative office. (See AG 8320 - Personnel Records)
4. The new staff member is to be properly oriented by his/her supervisor in accordance with the checklist on Form 3120 F1.

*G.E.A.*  
*Goshen Education Association*  
*An Affiliate of I.S.T.A and N.E.A.*

*President: Regina Goodman*  
*Vice-President: Melissa Belout-Schmitz*  
*Secretary: Lisa Caskey*  
*Treasurer: Melissa Rider*  
*Membership Chair: Marilyn Gruber*

To whom it may concern:

The Goshen Education Association looks forward to working with the administration of Chamberlain Elementary and Goshen Community Schools to investigate the implementation of Expeditionary Learning.

Knowing that there will be many discussions that will take place to make sure that the right personnel are placed in the appropriate placement, our Association feels confident in our strong working relationship to make sure that the rights of teachers are respected and that the needs of students are met to increase student achievement.

Sincerely,



Regina Goodman  
President, Goshen Education Association

### Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Yes		<p>School and district meet with Expeditionary Learning Regional Coordinator was held to collaborate on timeline and steps for implementation process.</p> <p>Horizon Education Alliance has demonstrated interest in participating as a partner with Chamberlain Elementary School to fund this initiative.</p>
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	Yes		School year 2014-15 will serve as a pre-implementation year and Horizon and EL have committed to partnering with Chamberlain Elementary School as we move forward with full implementation in the 2015-16 school year.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	Yes		In the instance the grant is awarded this will allow the ability to hire personnel to aid in facilitating and guiding the implementation of EL. Once the implement is in year 3 and beyond the need for additional personnel will be marginal.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	Yes		District and state level evaluation tool are in place to facilitate the effectiveness of instruction as well as the future use of the EL framework and assessment for implementation and use of data within the framework of EL.

### Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.

